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ABSTRACT

In order to gain information on the employment of part-time faculty, a survey instrument was designed and mailed to all of the two-year colleges in California. A total of 86 percent of the questionnaires were returned, and results were extrapolated to provide a statewide picture. Part-time faculty were found to constitute a sizable and growing proportion of community college certificated staff. There are 14,273 individuals employed full-time in California community colleges, and 20,027 employed part-time. Of the part-time employees, 7,505 are drawn from the pool of full-time faculty. In terms of full-time equivalents, 62 percent of community college instruction in the state is handled by full-time faculty. The use of part-time faculty is distributed fairly uniformly throughout all instructional categories. Over 90 percent of part-time instructors work either full- or part-time in another capacity. The average hourly pay of part-time instructors statewide ranges from $11.25 to $14.56. The average load is estimated to be 30 percent or 4.5 hours. Also discussed are hiring procedures, additional duties, faculty development, fringe benefits, and faculty evaluation. The survey instrument is appended, along with actual, rather than extrapolated, survey results. (NHM)

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REPORT ON A STATEWIDE SURVEY ABOUT PART-TIME FACULTY IN CALIFORNIA COMMUNITY COLLEGES

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TABLE OF CONTENTS

	Page
Background Statement	1
Memorandum of Transmittal	2
Introduction	4
Report of Findings	
Number of Part-Time and Full-Time Instructors	5
Uses of Part-Time Faculty	6
Uses of Part-Time Faculty by Subject Area	6
Other Employment	8
Compensation for Part-Time Faculty	9
General Trends	10
Summary of Findings	14
Recommendations	17
Appendix	
Questionnaire	
List of Participating Institutions	

BACKGROUND STATEMENT

In January, 1975, the Committee on Continuing Education of the California Community and Junior College Association undertook a two-phase study of the issues relating to the employment and compensation of part-time, temporary faculty in California community colleges.

In Phase I, the Committee conducted a statewide study covering two major categories: the extent to which part-time faculty are utilized in California community colleges and the conditions under which they are employed. The results of that study constitute the major portion of this report.

In Phase II, the Committee, using the data available from the study, prepared a series of recommendations for consideration by the CCJCA Board of Directors. In January, 1976, the CCJCA Board of Directors accepted the report of the Committee and adopted a series of recommendations flowing from that report as Association policy.

The report and recommendations are being forwarded to all member institutions and interested individuals at this time for review and careful consideration.

CALIFORNIA COMMUNITY AND JUNIOR COLLEGE ASSOCIATION

December 18, 1975

TO: Members of the CCJCA Board of Directors

FROM: Lloyd E. Messersmith, Executive Director

SUBJECT: Report on a Statewide Survey about Part-Time Faculty in California Community Colleges

This document is the final report and analysis of a statewide questionnaire survey about part-time faculty in California community colleges conducted by the Association in the 1974-75 academic year. The project was designed to be as comprehensive as possible in scope, that is to say, to collect, analyze, and disseminate timely and reliable data about part-time instructors statewide for the use of practitioners in the colleges and districts and those responsible for policy-making at the local and state levels.

At the CCJCA Annual Conference in San Diego, November 2-4, 1975, Dr. David H. Mertes, President of the College of San Mateo and Chairman of the CCJCA Committee on Continuing Education, provided this perspective in his preliminary report on the results of the survey:

> "In September, 1974, the members of the Committee on Continuing Education, a primary committee of this Association, addressed their attention to the issue of the utilization of part-time faculty in the California community colleges, making it one of the high priority agenda items for the year. It was intended that the Committee would establish its position on the part-time faculty issue and forward a series of recommendations to the Regions and to the Board of Directors as a basis for discussion and policy formulation. We quickly learned, however, that we were hampered by the lack of factual data on all aspects of the part-time faculty issue and, further, that in this vacuum caused by the lack of reliable information a substantial level of emotion and conflicting guesses as to the facts had developed.
>
> "The Committee quickly recognized that before it could develop recommendations it needed a solid, factual base from which to operate. With the approval of this Association's Board of Directors, the Committee proceeded to develop a questionnaire for statewide distribution that would assess two major points--to what extent are part-time faculty utilized in the California community colleges and under what conditions?
>
> "Countless hours of work are required of many people for such an elaborate undertaking, and this effort was no exception. I shall not cite all the people who contributed, but certainly Mr. Donald H. Sewell of

Compton Community College deserves special praise for his help in developing the questionnaire, tabulating the results and analyzing the implications of the study. Dr. Charles W. Brydon, until August of this year with the staff of CCJCA and now with Valley Campus of Chabot College, . . . worked diligently on every aspect of this project and deserves full recognition not only for his work in developing the questionnaire, but also for his efforts in implementing the study. Under Chuck's guidance, we are able to report an 86 percent statewide return of the questionnaire."

May I take this opportunity on behalf of the Association to thank the many persons who contributed to the project. We have been very fortunate indeed to have the assistance of Mr. William D. Plosser, who has been of great assistance since joining the Association staff. It is our hope that the information reported and analyzed in this survey report will serve to improve the educational environment for community college personnel and the students they serve.

LEM:nkb

Attachment

INTRODUCTION

In recent sessions the California Legislature has had under consideration several proposed bills pertaining to the pay and tenure rights of part-time instructors in community and junior colleges. Requests for substantive information on the part-time issues were not able to be met by concerned state agencies nor by various educational organizations in the state. It is the intent of this report to provide specific information which can be used by the Legislature, state agencies, local college districts, and various interested organizations.

The report does not make recommendations. However, recommendations based upon the data will undoubtedly be made, and it is, therefore, vitally important that the data be as accurate and as unbiased as is humanly possible.

The questions which were addressed by the study included:

1. How many part-time instructors are there?
2. How much of the instruction in the colleges is carried on by part-time instructors?
3. In what subject areas are the heaviest concentrations of part-time instructors found?
4. What are the employment patterns of part-time instructors?
5. How are part-time instructors paid?
6. What general conditions of employment surround part-time instructors?

The information contained in the report is based upon data obtained through a comprehensive statewide questionnaire survey conducted in the 1974-75 academic year under the auspices of the CCJCA Board of Directors and the CCJCA Committee on Continuing Education.

Questionnaires were mailed to all of the two-year colleges in California. The survey instrument was, therefore, directed to the entire institutional population. A total of 86 percent of the questionnaires were completed, returned, and included in the final tabulations (see Appendix).

Although the results of the study are reported in the copy of the original questionnaire which appears at the end of this report, it is necessary for the sake of clarity to present some parts of the data in a different form. Answers to several of the more significant questions (those listed above) will be presented here.

Further, the totals in some areas are extrapolated in order to provide a statewide picture and to produce data which can be compared with other data from this study or other studies which deal with the same population.

Number of Part-Time and Full-Time Instructors

Table 1 provides figures in various categories which estimate the total number of full- and part-time certificated employees in 100 percent of the public community and junior colleges in the state.

TABLE 1

NUMBERS OF INSTRUCTORS IN GRADED CLASSES

Full-time positions		
Full-time instructors		14,273
Part-time positions		
Full-time instructors teaching an overload in same institution	7,505	
Part-time instructors from off-campus (i.e., other than overload instructors)	20,027	
		27,532
Total teaching positions		41,805

Note: Totals are extrapolated, based upon the figures reported in the questionnaire and the percentage of responses received in each category.

The total number of teaching positions, 41,805, includes full-time instructors (14,273), full-time instructors teaching an overload (7,505), and part-time instructors from off-campus (20,027).[1] Of the 14,273 full-time instructors employed, 7,505 (53 percent) teach an overload, and thus are counted as both full-time and part-time instructors. Of the total 27,532 part-time positions, 7,505 (27 percent) are overload instructors, and 20,027 (73 percent) are part-time instructors from off-campus. Therefore, the total number of individuals teaching in California's community colleges (including both full-time individuals and part-time individuals) is estimated to be 34,300.[2]

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[1]The term "part-time instructors from off-campus" used throughout this report refers to part-time instructors other than full-time instructors teaching an overload for pay in the same institution. Included in this "part-time instructors from off-campus" category are those employed full- or part-time in other educational or public institutions, as well as those employed in private industry or self-employed in some capacity.

[2]These figures agree substantially with other studies on the subject, e.g., Ross, Don, "Preliminary Draft: Part-Time Faculty Employment," Chancellor's Office, California Community Colleges, Sacramento, California, March 19, 1975; and California Agency for Research in Education (CARE), "California Community Colleges Actual and Comparative Instructional Contract Salaries," Report No. 22, February, 1975.

Uses of Part-Time Faculty

These findings deal with the extent to which part-time faculty are employed within the overall curriculum. That is, how much of the instructional program is carried on by part-time faculty?

The same five categories that appear in Table 1 appear again in Table 2, this time with total full-time equivalents computed for each category. All totals refer to full-time equivalent teaching positions and not to individuals. The percentages indicate that 62 percent of community college instruction in the state is handled by full-time instructors, while part-time instructors teach 38 percent. This 38 percent consists of 10 percent taught by full-time instructors teaching an overload and 28 percent taught by other part-time instructors.

TABLE 2

NUMBERS OF FULL-TIME EQUIVALENTS (FTE) IN GRADED CLASSES

FTE teaching positions filled by full-time instructors			13,413	(62%)*
FTE teaching positions filled by part-time instructors				
FTE teaching positions filled by full-time instructors teaching a part-time overload	2,175	(10%)		
FTE teaching positions filled by part-time instructors from off-campus (other than overload)	5,958	(28%)		
			8,133	(38%)
Total FTE teaching positions			21,546	(100%)

*Percentages are of the total FTE (21,546).

Note: Totals are extrapolated, based upon the figures reported in the questionnaire and the percentage of responses received in each category.

Uses of Part-Time Faculty by Subject Area

Part-time instructors teach throughout the curriculum in California community colleges. In some instructional areas, over 50 percent of the load is taught by part-time instructors. Those with the highest concentration of part-time instructors include business and management (49.9 percent), public affairs and services (58.2 percent), home economics (46.8 percent), apprenticeship (64.8 percent), computer and information science (44.9 percent), and law (53.9 percent). These account for six of the 25 instructional areas. Using a median, it can be estimated that 34.68 percent of the entire instructional load in all categories is taught by part-time instructors.

Table 3 presents the total full-time equivalent (FTE) positions for each of the 25 subject areas which appear in the Classification of Instructional Disciplines (CID) system. The figures presented are actual, not extrapolations.

TABLE 3

FULL-TIME EQUIVALENTS (FTE) BY SUBJECT AREA

Subject Area	Total FTE	Percentage of FTE Taught by Part-Time Instructors	Percentage of FTE Taught by Full-Time Instructors
1. Business and Management	1,670.3	49.9	50.1
2. Letters	1,494.9	23.6	76.4
3. Social Sciences	1,424.8	27.8	72.2
4. Fine and Applied Arts	1,410.9	33.3	66.7
5. Engineering and Related Fields	913.5	34.4	65.6
6. Education	879.2	17.7	82.3
7. Health Services	866.7	15.8	84.2
8. Mathematics	727.1	28.3	71.7
9. Physical Sciences	719.5	19.3	80.7
10. Biological Sciences	584.0	20.2	79.8
11. Foreign Language	463.5	35.2	64.8
12. Psychology	455.0	34.7	65.3
13. Communications	335.2	26.3	73.7
14. Public Affairs and Services	314.2	58.2	41.8
15. Home Economics	300.4	46.8	53.2
16. Apprenticeship	246.1	64.8	35.2
17. Commercial Services	218.0	30.9	69.1
18. Computer and Information Science	205.6	44.9	55.1
19. Agriculture and Natural Resources	169.5	32.2	67.8
20. Interdisciplinary Studies	146.8	28.0	72.0
21. Architecture and Environmental Design	93.4	35.4	64.6
22. Law	59.9	53.9	46.1
23. Library Science	34.0	35.9	64.1
24. Regional Studies	4.0	35.0	65.0
25. Military Studies (Negligible)	---	---	---

Other Employment

There are 27,532 individuals employed as part-time instructors in the colleges. Table 4 outlines the employment patterns of this group. The largest percentage (27.3) of individuals comes from the regular full-time instructor group. These are the instructors who are teaching an overload for pay. Second to this is the percentage (23.4) recruited from full-time positions in business and industry. Elementary and secondary schools provide 11.5 percent of the colleges' part-time instructors from their pool of full-time teachers. It is estimated by the respondents that 9.3 percent of the part-time instructors have no employment other than the part-time positions at their colleges.

The total number of part-time instructors who in addition are employed full time in some other capacity is 21,898, or 77.3 percent. This leaves 22.6 percent, or 6,234 individuals, who are also employed part time elsewhere or who have no other employment.

TABLE 4

EMPLOYMENT PATTERNS OF PART-TIME INSTRUCTORS TEACHING GRADED CLASSES

	Number*	Percentage
Employed at college full-time and teaching a part-time overload	7,505	27.3
Employed full time in business or industry	6,448	23.4
Employed full time in elementary or secondary schools	3,780	11.5
No employment other than part time at the college	2,565	9.3
Employed full time in public agencies	2,510	9.1
Employed part time in business or industry	1,222	4.4
Employed part time in other community colleges	888	3.2
Employed full time in other areas	575	2.1
Employed full time in four-year institutions	554	2.0
Employed full time in other community colleges	526	1.9
Employed part time in elementary or secondary schools	517	1.9
Employed part time in four-year institutions	455	1.7
Employed part time in other areas	362	1.3
Employed part time in public agencies	225	.8
TOTAL	27,532	100

*Numbers are extrapolated from the data received.

Compensation for Part-Time Faculty

Eight colleges reported paying their overload instructors more than their off-campus, part-time instructors, while 62 colleges reported paying them the same. The data reveal little difference between the average compensation paid per hour to full-time instructors teaching a part-time overload and other part-time instructors.

	Low*	High
Full-time instructors teaching a part-time overload	$11.25	$14.56
Other part-time instructors	$11.25	$14.48

*Figures are medians.

Estimates of what would constitute a fair pro rata pay comparison for part-time instructors are difficult to make because full-time instructors are paid on a monthly or annual salary basis while part-time instructors are paid on the basis of the number of hours they teach. To further compound this problem, district policies and contracts between districts and full-time faculty members differ in terms of the minimum number of work hours required per week and duties required other than actual classroom teaching (e.g., office hours, committee assignments, in-service training, advising, etc.).

Given the above qualification, a comparison, nevertheless, may be attempted. One may assume the average hourly wage for a full-time instructor in the state is based upon the number of hours the instructors are required to work for their yearly salaries (the median average salary paid in 1974-75 was $18,006 per year[3]). To estimate an hourly pay rate then, one could assume the number of hours worked per week to be 15, 30, or 40, or some other modal number might be more applicable. Further, one may assume the number of weeks worked per year to be 36 (two 18-week semesters). An estimate of the hourly rate of pay would be:

Hours Worked Per Week	X Weeks Per Year	= Hours Per Year	Hourly Salary @ $18,000/Year
15	36	540	$33.00
30	36	1,080	$16.50
40	36	1,440	$12.50

Considering the medians and ranges computed in the present study, and those resulting from the 1974-75 study of part-time salaries by David C. Leek, Administrative Dean, Continuing Education, at Glendale Community College,[4] a fair estimate of an average wage paid to part-time instructors would be $12.50.

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[3] Op. cit., CARE Report No. 22.

[4] Leek, David C., "A Preliminary Report Based on a Current Questionnaire on Part-Time Salaries Being Paid by California Community Colleges," Spring, 1975 (mimeo).

One may use the following formula when attempting to approximate the statewide cost which would result from increasing part-time rates of pay to existing full-time levels.

> Number of FTE part-time positions (8,133, see Table 2) multiplied by the number of hours worked per year in each of three hypothetical categories (540 or 1,080 or 1,440) times the difference in average hourly wage which now exists

or

FTE x Hours Per Year x Wage Differential =

or

F x H x D =

For example:

8,133	x	540	x	$20.50	=	$90,032,310
8,133	x	1,080	x	$ 4.50	=	$35,134,560
8,133	x	1,440	x	0	=	0

Therefore, the total state and local cost of increasing part-time salaries to a level commensurate with full-time instructors is $90,032,310, if it is assumed that a full-time instructor is compensated for a 15-hour work week. This cost reduces to $35,134,560 by making the same computation and assuming that the full-time faculty member is paid for a 30-hour work week. The cost drops to zero if the formula assumes that an annual salary for a full-time instructor is apportioned out over 1,440 hours for the year, or a work load of 40 hours per week.

There are essentially two ways to approach these estimates. The first would be to simply total the part-time hours of instruction and then multiply this figure by the present hourly rate, plus any increase in this rate. However, the number of instructors and the number of hours are not the same, since not all part-time instructors teach the same level. It then becomes necessary to assume an average hourly load.

This can be accomplished by taking the total number of part-time positions and reducing them to FTE's. (The FTE is based upon a 15-hour load.) This second approach provides a basis for easier comparisons and allows for flexibility within the formula by holding the employee positions constant.

General Trends

Hiring Procedures: Seventy-six percent of the colleges report that their affirmative action policy is applied in the same manner to the part-time individual as to the full-time faculty member. Twenty-four percent indicated that it is not, adding in most cases that the limited advertising done for part-time positions is the main difference.

Forty-one percent of the colleges report that division or department personnel have the sole responsibility for screening and making recommendations to

the administration for the initial hiring of part-time instructors. Another thirty-six percent of the colleges report the use of a procedure in which the division or the department and the administration jointly recommend the employment of part-time faculty the first time.

Thirty-six percent of the colleges report that in most cases a continuing part-time instructor is rehired on the basis of a decision by the department, while in 28 percent of the cases the department and administration make this decision jointly. Twenty percent mentioned that the results of evaluation are considered in rehiring.

Over 42 percent of the colleges report that previously employed part-time instructors are officially informed of their teaching assignments from 60 to 90 days before the beginning of the term. Over 27 percent indicated that the lead-time notice was given from 30 to 60 days in advance. Fifteen percent reported a 0 to 30-day notice in advance of the teaching term. At the other end of the spectrum, over 10 percent of the colleges provided notice one full term in advance.

Full-time faculty are given first choice to teach classes on an overload basis, for pay, in 82 percent of the colleges. Ninety-six percent of the colleges report that they attempt to assign the same load to part-time instructors as was assigned in past terms, and 55 percent report that in most cases part-time instructors with the greatest seniority are approached first for choice of classes, times, and number of sections.

There is a particular problem in interpreting these results in that it is unclear whether the instructors referred to are full-time instructors with overload or off-campus part-time instructors, or both. Unfortunately, the pertinent sections of the questionnaire did not ask respondents to report full-time instructors teaching overload separately from other part-time instructors; therefore, it is impossible to determine if the 96 percent response would have held separately for each of the two categories of part-time instructors.

Teaching Load: The questionnaire reveals that 1.2 percent of the part-time instructors in graded classes teach above the 60 percent portion of a regular load. In total, 85 percent of the colleges report that part-time instructors are limited to a 60 percent load or less. Overload instructors are generally limited to seven hours or less in extra classes. The average load for all part-time instructors is estimated to be 30 percent, or 4.5 hours. Approximately 23 percent of the off-campus part-time instructors are teaching with a limited service credential which legally restricts their load.

Additional Duties: When asked to list additional duties required of part-time instructors outside of preparation and instruction, 62 percent of the colleges responded "none." Thirty-eight percent listed a duty or duties, the most common of which were office hours, orientation meetings, and department meetings. Nineteen of the 28 colleges which listed duties indicated no pay for the additional duties. Board policies regarding duties for part-time instructors exist in 54 percent of the colleges, while board policies for the duties of full-time instructors exist in 86 percent.

Evaluation: Approximately 75 percent of the colleges report the existence of an evaluation procedure for part-time instructors. Sixty-seven percent of these colleges indicated that the procedure is not the same procedure used for full-time

instructors. The difference seems to lie in the number of individuals involved in the evaluation of part-time instructors. For full-time instructors, 80 percent of the colleges use three or four of the most common methods (i.e., self, administrator, peer, student), while only 31 percent of the colleges use these methods for part-time instructors. In almost all cases, the evaluation is discussed with the part-time instructor. It is more common that a negative evaluation is used as a reason for not rehiring a part-time instructor (92 percent) than for not rehiring a full-time instructor (76 percent).

In-Service Faculty Development: Active in-service programs for full-time faculty development are more common (70 percent of the colleges) than in-service programs for part-time faculty (37 percent). Part-time faculty are generally encouraged to participate in these programs, but participation is not generally required.

Fringe Benefits and Support Services: There exist a variety of fringe benefits and support services available to part-time instructors as revealed by Table 5.

TABLE 5

FRINGE BENEFITS AND SUPPORT SERVICES FOR PART-TIME FACULTY

Benefit or Service	Percentage*
Sick leave with pay	83.5
Bereavement leave with pay	55.3
District-subsidized health plan	7.1
District-paid health plans	5.9
Access to Social Security	9.4
District-subsidized retirement plan	30.6
District-paid retirement plan	5.9
Bookstore discount	32.9
Faculty I.D. card	68.2
Office space	24.7
Clerical help	85.9

*Figures represent the percentage of colleges reporting that the benefit or service is provided for part-time faculty members.

Senate Representation: As a general rule, part-time instructors do not belong to, or have representation within, the local academic senate or its equivalent. However, four colleges do indicate that exceptions are made for certain part-time faculty. One college reports membership rights for those part-time instructors in the day program; another, for those carrying nine units or more. Two colleges provide full membership rights for part-time instructors working more than a 50 percent load.

Adult Education: There are 4,868 certificated employees (exclusive of administrators) teaching or working in support positions with ungraded classes for adults. In total, 4,394 of these, or 90 percent, are employed part-time. Sixty-five percent of all those employees (3,140), part-time and full-time, working with ungraded classes for adults, are employed after 4:30 p.m.

SUMMARY OF FINDINGS

On the basis of the data obtained from the statewide questionnaire survey on part-time faculty and other sources, the following information about California community college part-time instructors may be summarized.

Number of Instructors

There are 14,273 individuals who are employed full time as instructors in the colleges. In addition, another 20,027 individuals are employed as part-time faculty. The total number of faculty members employed to instruct students in California community colleges, therefore, is estimated to be 34,300.

In addition to the 20,027 individuals who are employed part time, there are 7,505 part-time employees who are drawn from the pool of 14,273 full-time faculty members. These 7,505 persons teach part time for pay over and above their full-time assignment.

Part-time faculty constitute a sizable and growing proportion of the certificated staff in California community colleges. In the past three years, there has been an estimated increase annually of 10 percent in the number of part-time faculty employed.

Full-Time Equivalents

In terms of full-time equivalents (FTE), 62 percent of community college instruction in the state is handled by full-time faculty.

Part-time faculty is responsible for 38 percent of the instruction, with 10 percent of that total taught by full-time instructors teaching on the basis of overload with pay and the remaining 28 percent taught by other part-time faculty.

Curriculum

The bulk of instruction is still carried by full-time faculty members, with the use of part-time faculty distributed fairly uniformly throughout all instructional categories.

Part-time faculty teach throughout the curriculum in the community colleges with heavy concentrations of part-time instruction taking place in six subject areas: apprenticeship (64.8 percent of instruction in that area); public affairs and services (58.2 percent); law (53.9 percent); business and management (49.9 percent); home economics (46.8 percent); and computer and information science (44.9 percent).

Other Employment

Over 77 percent of those persons employed part time as instructors are also working full time in another capacity. Nearly 23 percent of those employed part time work part time additionally in another capacity (13.3 percent) or have no other employment (9.3 percent).

There appear to be three separately identifiable categories of part-time faculty: (1) those who are members of a full-time staff at the local college or at some other educational institution who teach part time as an overload; (2) those

who are seeking to enter the teaching profession but who can find employment as an instructor only on a part-time basis; and (3) those who have full-time employment elsewhere, most commonly in business or industry, and who are not seeking a position as a full-time faculty member. In addition, of course, there is the group that wishes only part-time employment; the study was not in a position to call out these differentiations.

Compensation

It is estimated that the hourly pay of part-time instructors statewide, on the average, ranges from $11.25 to $14.56 (figures represent the median of all lows reported and the median of all highs reported).

The median average salary paid in 1974-75 to full-time faculty in California community colleges was $18,006.

It is difficult and misleading to attempt to estimate what an equitable pro rata pay to part-time instructors would be, based on prevailing practices. Three obvious problems exist: (1) part-time faculty are paid on an hourly basis, while full-time faculty are paid on a monthly or annual basis; (2) what constitutes "an assignment" of a full-time or part-time faculty member is often not clearly spelled out in teaching contracts nor in district policy; therefore, it is not possible at this time to determine for what precise services (teaching, holding office hours, serving on committees, correcting papers, attending orientation meetings, participating in in-service faculty development, etc.) the instructor, whether part-time or full-time, is paid; (3) similarly, there seems to be no pattern statewide concerning the number of hours per week a full-time instructor is expected or required to work.

Nevertheless, if it is assumed that full-time instructors, in part, are paid on the basis of a 15-hour work week, it would cost $90,032,310 to increase the pay of part-time instructors statewide to a level commensurate with the pay of full-time instructors. Assuming a 30-hour work week for full-time faculty as the basis for computation produces a total cost of $35,134,560 statewide. If it is assumed that full-time faculty, in part, are paid on the basis of a 40-hour work week, there is no significant cost factor involved in bringing the pay of part-time faculty to a level commensurate with that of full-time faculty.

Hiring Procedures

Three out of four colleges apply their affirmative action policies to the hiring of part-time faculty in the same manner as it is applied to the hiring of full-time faculty. One of every four colleges indicates that the policy is applied differently and that the difference lies in the limited advertising done for part-time positions.

Teaching Load

Eighty-five percent of the colleges limit part-time faculty to a 60 percent load or less. A slight 1.2 percent of the part-time instructors in graded classes teach above the 60 percent portion of a regular load.

The average load for all part-time instructors is estimated to be 30 percent of a full-time load (15 hours per week), or 4.5 hours.

Twenty-three percent of the part-time faculty (other than full-time instructors teaching overload for pay) possess a limited service credential which legally restricts their assignment.

Additional Duties

Well over a third of the colleges require (in addition to preparation and instruction) one or more duties of their part-time faculty. Sixty-eight percent of these colleges do not pay extra for the duty or duties. The most frequent additional duties required are office hours, orientation meetings, and department meetings.

Evaluation

Three out of every four of the colleges have an evaluation policy for part-time faculty, while two-thirds of those with such policies use two different procedures--one for part-time faculty and a different one for full-time faculty.

In-Service Faculty Development

Seventy percent of the colleges conduct in-service faculty development programs for full-time faculty, whereas the comparable figure for part-time faculty is 37 percent.

Fringe Benefits and Support Services

A quarter of the colleges provide office space for part-time instructors. Eighty-six percent have clerical help available to part-time faculty. Other fringe benefits, and the percentage of colleges which provide them, are as follows: sick leave with pay (83.5 percent); bereavement leave with pay (55.3 percent); a district-subsidized retirement plan (30.6 percent); access to Social Security (9.4 percent); district-subsidized health plan (7.1 percent); district-paid health plan (5.9 percent); and district-paid retirement plan (5.9 percent).

Senate Representation

With a few exceptions, part-time faculty generally do not belong to, or have representation within, local academic senates.

Adult Education

There are 4,868 certificated employees (exclusive of administrators) who teach or are in support positions with ungraded classes for adults. Ninety percent of these are employed part time.

RECOMMENDATIONS

Introduction:

The members of the Committee on Continuing Education continue to feel that the issue of compensation of part-time faculty should be resolved at the local level within each community college district. As indicated in the analysis of the part-time faculty study, the issue of compensation is directly related to a definition of load for both part-time and full-time faculty, which also relates to policy decisions by the individual districts.

In the area of professional rights for part-time faculty, the members of the Committee on Continuing Education are aware of existing ambiguities in the interpretation of the Education Code as it relates to part-time, temporary faculty, but do not recommend sponsoring legislative changes at this time. The reasons are twofold: first, the analysis of the data from the part-time faculty study establishes that a large proportion of the part-time work force (77 percent) are already fully employed with 53 percent of all full-time community college faculty teaching in part-time positions on an extra-compensation basis. The unresolved question is the desirability of increasing professional or tenure rights to a large group of part-time faculty who are already full-time employees; and, secondly, the advent of collective bargaining places many of the specific issues of compensation and working conditions for full-time and part-time faculty in the scope of Senate Bill 160 (1975).

While the Committee recognizes that with collective bargaining this begins a new era for community colleges in California, the members feel that the following guidelines relating to part-time faculty should be carefully reviewed and considered by each community college district.

Recommended Guidelines for Consideration

1. Selection:

   a. That part-time faculty should be selected, whenever possible, according to the procedures and practices used in the selection of full-time faculty members in the college.

   b. That part-time faculty should be selected according to the district's affirmative action program, as applicable to employment of part-time staff.

2. Evaluation:

   a. That part-time faculty should be evaluated according to a district policy specifically designed for evaluating part-time faculty members, recognizing the difficulties of cost, time, personnel, and methods inherent in faculty evaluation.

   b. That evaluation of part-time faculty, as with evaluation of full-time faculty, should be based on the concept of improvement of instruction.

   c. That evaluation of part-time faculty should be one of the bases for continued employment.

3. Staff Development:

   a. That part-time faculty should participate in staff development programs as appropriate for each community college district in order to be made aware of the scope of their professional responsibilities.

   b. That part-time faculty members need, and are expected to attend, an adequate orientation program that is designed to enhance the quality of the teaching environment.

4. Load/Compensation:

   a. That it is essential to define teaching load and professional responsibilities for full-time faculties in each district.

   b. That part-time faculty teaching load and professional responsibilities be determined relative to those of full-time faculty.

   c. That compensation for part-time faculty be appropriate to the defined teaching loads and professional responsibilities.

5. Reemployment:

   a. That at this time there should be no change in existing statutory provisions pertaining to contract status of part-time faculty members.

   b. That some reemployment preference should be given to part-time faculty members for continued employment in the subject area or areas in which the instructor is qualified to teach, this reemployment to be in accordance with the district's affirmative action policy and selection procedures for part-time faculty and in accordance with the district's evaluation procedure for part-time faculty. This preference should be considered only in the event that one or both of the following occur:

      (1) That the class or classes which the instructor is assigned to teach is or are continued;

      (2) That a full-time instructor at the college is not assigned to teach the class or classes to complete a regular full-time teaching assignment in the district.

6. Instructional Organization:

   a. That colleges should establish an educationally desirable balance between part-time and full-time staff.

   b. That assignment of part-time faculty should be throughout the total hours of the instructional program.

   c. That adequate support services for faculty and students should be provided throughout the total hours of the instructional program.

APPENDIX

QUESTIONNAIRE

Responses from 85 Participating Institutions

AN INVESTIGATIVE STUDY OF PART-TIME INSTRUCTORS IN CALIFORNIA COMMUNITY COLLEGES

1. Name of Individual Responsible for Completing Questionnaire

_____

2. Position _____

3. Name of College/Center _____

4. Name of District _____

5. Telephone Number (Area Code) _____ _____

General Instructions

This is a questionnaire that attempts to be comprehensive; consequently, it is lengthy and somewhat complex. The information is desperately needed, and we hope that this alone will move you to give it a high priority. It should be pointed out, however, that the length of the questionnaire is somewhat deceptive, i.e., it is not as bad as it looks.

The questionnaire calls for three kinds of responses: (1) objective hard data, (2) objective estimates, and (3) perceptions and opinions of the respondent. The instrument has been designed so that, where possible, the "hard data" can be taken from the standard data collection and reporting forms used by the college. Terminology, categories, and classification systems have been adopted from the Budget and Accounting Manual, Chancellor's Office, California Community Colleges, January, 1974. This new reporting system went into effect for 1974-75. Most districts are already familiar with the procedures and have been collecting data in accordance with the newly adopted format. It is our hope that the "objective estimates" can be made without the need for special research on your part. Thus, answering these questions will require thought but not a great deal of time. The respondent "perceptions" are your own opinions, and we do not want you to research these questions. We have tried to clearly identify each of these questions with prefaces, such as "in your opinion," etc. Again, this will require some thought but should not require a great deal of time.

Unless the question asks for a time frame or otherwise makes the calendar period specific, we would like you to cite data or make estimates that would be appropriate for the first census week reports, fall term, 1974.

As already indicated, use "hard data" where possible (actual counts or assessments, usually collected for other standard reports); however, please make estimates, if necessary. When making approximations please so indicate by placing a circle around your response.

Throughout the questionnaire you will find reference to the terms "full-time" and "part-time" employees. While there are many meanings applied to these terms and other ways to make distinctions between certificated employees, such as "contract" and "hourly," we would like to request that you use your own definitions and count certificated employees as either "part-time" or "full-time" according to your standard district practices and policies.

The last page of the questionnaire contains a list of the more critical technical terms used throughout the instrument. It is essential that we have your institutional definition of these terms on record. Whenever you find yourself responding to a question--according to a particular definition--please indicate that definition on the sheet provided. Other distinctions or definitions may also be required; if so, please add these to the list.

GRADED ENROLLMENTS[1]

	Full-Time	Part-Time	Defined Adult[2]	Total
Prior to 4:30	263,885	232,571	(95,472)[3]	496,456
After 4:30	25,055	355,048	(258,127)[4]	380,103
Total	288,940	587,619	(353,599)	876,559

N = 85

UNGRADED CLASSES FOR ADULTS

	Full-Time	Part-Time	Defined Adult	Total
Prior to 4:30	14,735	39,911	(35,088)	54,646
After 4:30	9,943	84,553	(73,141)	94,496

Grand Total	313,618	712,083	(461,828)	1,025,701

[1]To be taken from CCAF-130, Fall, 1974.
[2]Included in Full-Time, Part-Time.
[3]41 percent of Part-Time.
[4]73 percent of Part-Time.

1. This first question deals with the numbers of full-time and part-time staff (both FTE and numbers of individuals) employed in graded, adult education ungraded, and community service classes both before and after 4:30 p.m. Since there are so many categories involved, it is necessary to construct a multi-dimensional form to deal with all of the variables. We would like you to consider classroom certificated employees to include counselors and librarians, but not administrators. Please use the same data that you are collecting for the 1974-75 CCAF 311 Reports.

Categories	Full-Time[1]				Part-Time			
	Before 4:30		After 4:30		Before 4:30		After 4:30	
	Indiv.	FTE[2]	Indiv.	FTE	Indiv.	FTE	Indiv.	FTE
a. Certificated employees (exclusive of administrators) teaching or working in support positions with graded classes	11,261	10,595	5,061[3]	1,373[4]	2,653	821	16,306	4,178
b. Certificated employees (exclusive of administrators) teaching or working in support positions with ungraded classes for adults	324	187	150	34	1,404	273	2,990	555
c. Certificated and non-certificated (exclusive of administrators) employees teaching or working in support positions in community service programs	118	66	20	13	310	22	671	50
Totals of a, b, and c	11,703	10,848	5,231	1,420	4,367	1,116	19,967	4,783

N = 77

[1]Full-time and part-time definitions should conform to those currently in use in your district. Please provide explanation on the page attached to the end of the questionnaire (Definitions).

[2]FTE (full-time equivalent) is the ratio of time expended in a part-time position to that of a full-time position. The ratio is derived by dividing the amount of employed time required in the part-time position by the amount of employed time required in a corresponding full-time position.

[3]From question number 5a.

[4]Estimated.

2. Since longitudinal data concerning the use of part-time faculty is difficult to obtain, we have not requested this data for preceeding years. Still, it is important to have at least some kind of estimate concerning current trends. Would you please, therefore, make estimates on the following scales for the fiscal years 1972-73, 1973-74, and 1974-75.

a. The number of certificated staff employed part-time in all categories in our institution over the past three years has:

4.7%	Remained about the same.		
94.1%	Increased	Median 30 %	N = 85
1.2%	Decreased	--- %	

b. The ratio of part-time to full-time certificated staff in all categories in our institution over the past three years has:

11.8%	Remained about the same.		
84.7%	Increased	Median 25 %	N = 85
3.5%	Decreased	--- %	

3. How many of your part-time certificated staff are actually employed above the 60 percent portion of the regular work load but are employed for less than regular full-time? Do not count those in reassigned time.

1.2%	Graded classes	
3.7%	Ungraded classes for adults	N = 85
---	Community services classes	

4. How many of your part-time certificated staff are currently under State Teachers' Retirement System?

8,867 N = 70

5. How many individual full-time classroom instructors in your institution are employed by the college beyond their "regular" full-time teaching load for pay?

a. Time of day

905	Before 4:30	
5,061	After 4:30	N = 77
236	Weekend	

b. Type of class

5,854	Graded classes
153	Ungraded classes for adults
125	Community services

6. What is the limit, if any, placed on numbers of hours beyond full load that a full-time classroom instructor is permitted to teach in your institution?

--- Classroom equivalent lecture hours.

6 hours - 55.3%
7 hours - 9.4%
3 hours -- 8.2% N = 95
4 hours - 7.1%
Assorted - 18.8%

7. For what percentage of a regular full-time contract load can a part-time instructor be employed at your institution?

---	20%
16.5%	40%
9.4%	50%
58.8%	60%
7.1%	80%
4.7%	100%
3.5%	Assorted answers

N = 85

8. Please check all of those who participate in the approval of "overload" limit exceptions.

30.6%	Board	Participating, alone or in combination
90.6%	Administration	
3.5%	Academic senate	
60.0%	Division or department	

N = 85

--- A combination of the above (please explain)

_____

_____

--- None of the above (please explain)

_____

_____

9. Please estimate, as closely as possible, the employment patterns of those part-time instructors teaching graded classes.

Categories	Employed Full-Time	Employed Part-Time	Total
Other community colleges	342	577	919
Elementary or secondary	2,067	336	2,403
Four-year institutions	360	296	656
Business and industry	4,192	794	4,986
Public Agencies	1,632	146	1,778
Other (e.g., performing artists, consultants, etc.	374	235	609
No other employment	---	---	1,667
Totals	8,967	2,384	13,018

N = 64

10. What percentage of the total number of individual part-time instructors would you estimate have tenure in another educational institution or district?

45.9% 1-20%

34.1% 21-40%

9.2% 41-60% N = 85

3.5% 61-80%

7.1% 81-100%

11. How many individual certificated part-time employees on your campus/center are teaching on a limited service credential or on a credential waiver? What percent does this represent to your total number of certificated part-time employees?

a. Limited service credential

4,697 Number 23.4 Percent

b. Waiver of credential N = 85

30 Number --- Percent

12. In your district, who administers the adult education, ungraded classes?

21.2% Community college district

28.2% High school district(s) N = 85

47.1% Operated independently by the high school and college districts

1.2% One program, but operated jointly by the high school and community college district(s)

2.4% Other (please explain)

13. If adult education for ungraded classes is conducted by both the high schools and the community college district, please provide a rough estimate (in terms of percentages) as to what proportion is administered by: N = 42

	1-20%	21-40%	41-60%	61-80%	81-100%
The community college district	19	6	5	2	4
The high school districts	4	6	3	7	15
Other	---	---	---	---	---

Note: Figures are the numbers of colleges reporting. Thirty-five percent indicated that the community college has all or the largest share of the adult education for ungraded classes, whereas 61 percent reported that the high school district(s) has all or the largest share.

14. If the college administers all or any part of the adult program for ungraded classes, please answer the following questions?

a. What is considered to be a full class-hour load for an instructor in adult education? Responses ranged from 10 to 35 hours with the most frequently reported being 15 hours (31.4%) and 25 hours (20%).

_____ Hours per week N = 35

b. Are full-time adult education instructors placed on the regular college instructor's salary schedule?

38.5% Yes 61.5% No N = 39

c. Do full-time adult education instructors have a separate salary schedule?

31.8% Yes 68.2% No N = 44

d. Are part-time adult education instructors paid at the same rate as part-time instructors teaching graded classes?

70.7% Yes 29.3% No N = 58

If "no," please indicate the range of compensation for part-time adult education instructors.

Low Range:		High Range:		
$7.50 to $13.46	Lowest	$8.00 to $17.10	Highest	N = 17
Median = $10.25		Median = $13.50		

15. In your opinion, which of the following best describes the status of your adult education classes?

a. Graded classes for adults:

56.7% Expanding rapidly (over 10%) (growth over the previous year)

28.3% Expanding (1-10%)

13.3% Stable (0 growth) N = 60

1.7% Declining (1-10%)

--- Declining rapidly (over 10%)

b. Ungraded classes for adults:

44.8% Expanding rapidly (over 10%) (growth over the previous year)

37.9% Expanding (1-10%)

12.1% Stable (0 growth) N = 58

5.2% Declining (1-10%)

--- Declining rapidly (over 10%)

16. It is important that information be obtained concerning the distribution of individual full-time and part-time certificated staff within various service areas. Those categories selected are from the CID Classification System developed for the new program budgeting system that went into effect this year.

There are twenty five such categories. Leave those sections blank if you have no programs or courses in certain areas. Please use the same data that you are developing for the 1974-75 CCAF Reports related to the number of individual instructors teaching graded classes, day or evening, including those presently on sabbatical. We are asking that you omit instructors of adult education, ungraded classes for adults, or those teaching community services classes. Full-time and part-time definitions should conform to those currently in use in your district. Please indicate explanations on the back of this page. The definition of FTE, as used here, is provided as a footnote on page 3.

Area	Number of Part-Time Faculty, 1974-75		Number of Full-Time Faculty, 1974-75	
	Individual	FTE	Individual	FTE
Agriculture and Natural Resources	237	54.5	129	115.0
Architecture and Environmental Design	110	33.1	71	60.3
Regional Studies	7	1.4	4	2.6
Biological Sciences	388	117.9	495	466.1
Business and Management	3,264	834.1	937	836.2
Communications	341	88.3	285	246.9
Computer and Information Science	349	92.3	136	113.3
Education	670	155.4	837	723.8
Engineering and Related Fields	1,019	314.5	662	599.0
Fine and Applied Arts	1,605	470.1	1,050	940.8
Foreign Language	542	163.3	337	300.2
Health Services	462	136.6	819	730.1
Home Economics	545	140.7	193	159.7
Law	131	32.3	37	27.6
Letters	1,170	352.4	1,327	1,142.5
Library Science	50	12.2	43	21.8
Mathematics	772	205.7	584	521.4
Military Studies	4	.6	1	---
Physical Sciences	464	138.8	676	580.7
Psychology	569	158.0	412	297.0
Public Affairs and Services	852	182.8	159	131.4
Social Sciences	1,480	395.8	1,152	1,029.0
Commercial Services	256	67.3	147	150.7
Interdisciplinary Studies	171	41.1	233	105.7
Apprenticeship	570	159.5	85	86.6

N = 72

17. Is there a formal procedure for the evaluation of your part-time instructors of graded classes?

a. Teaching graded classes prior to 4:30

74.7% Yes 25.3% No N = 83

b. Teaching graded classes after 4:30

75.0% Yes 25.0% No N = 84

18. If "yes," is it the same procedure as that for full-time instructors?

33.3% Yes 66.7% No N = 66

19. What methods of evaluation are used for full-time instructors?

--- Self --- Peer

--- Administrator --- Student N = 85

--- Other (or comment)

All 4 - 49.4%
3 of 4 - 31.8%
2 of 4 - 8.2%
1 of 4 - 7.1%
Other - 3.5%

20. What methods of evaluation are used for part-time instructors?

--- Self --- Peer

--- Administrator --- Student N = 84

--- Other (or comment)

All 4 - 10.7%
3 of 4 - 20.2%
2 of 4 - 32.1%
1 of 4 - 22.6%
Informal methods - 11.9%
Other - 2.4%

21. Who has firsthand responsibility for overseeing the evaluation of part-time instructors?

28.2% Dean of Instruction - Alone - 7.1%

56.5% Evening Dean Alone - 25.9% N = 85

55.3% Division or Department Chairpersons Alone - 29.4%

--- Other (please specify) _____

All colleges responded to this question although many had previously indicated (#17) that part-time instructors were not evaluated.

22. Is the evaluation discussed with the part-time instructor once it is complete?

80.0% Yes --- No 18.8% Sometimes

1.2% Other N = 85

23. Have negative reports in evaluation ever been used at your college as a reason for not rehiring:

a. A part-time instructor?

91.5% Yes 8.5% No N = 82

b. A full-time instructor?

76.3% Yes 23.8% No N = 80

24. Does your campus have an active in-service faculty development program (exclusive of sabbaticals, credit for extra college units, travel budget for professional meetings):

a. For full-time staff

70.2% Yes 29.8% No N = 84

b. For part-time staff

37.3% Yes 62.7% No N = 83

25. If you have an in-service faculty development program for part-time faculty, would you say that part-time faculty are:

14.3% Eligible to participate, but not necessarily encouraged

78.6% Encouraged to participate, but not required N = 42

7.1% Required to participate

26. If you have an active, in-service faculty development program in which part-time instructors can participate, please estimate the percent of total part-time faculty who actually do participate.

68.8% 1-20%

12.5% 21-40%

2.1% 41-60% N = 48

4.2% 61-80%

12.5% 81-100%

27. Does your district have a written board policy regarding the duties for:

a. Full-time instructors?

85.9% Yes

N = 85

14.1% No

--- Other (please explain)

b. Part-time instructors?

54.1% Yes

N = 35

44.7% No

--- Other (please explain)

28. Please describe briefly the procedure used at your campus in the hiring of:

a. A newly hired part-time instructor N = 83

(1) Division or department recommends to administration	- 41.0%
(2) Joint recommendation by division or department and administration	- 36.1%
(3) Division or department alone	- 8.4%
(4) Administrator alone	- 2.4%
(5) Various responses	- 12.0%

b. A continuing part-time instructor N = 76

(1) Decided by division or department	- 35.5%
(2) Joint decision of division or department and administration	- 27.6%
(3) Evaluation a key	- 19.7%
(4) Retained or notified	- 13.2%
(5) Various responses	- 3.9%

29. If you have an affirmative action policy, does it apply to the part-time individual in the same manner as to the hiring of full-time faculty?

75.9% Yes

N = 83

24.1% No

If "no," please explain Limited advertising was given as the main difference in policy for hiring part-time faculty.

30. How long before the beginning of a term are carry-over instructors (those previously employed) generally officially informed about their teaching or other assignments?

15.3%	0-30 days	10.6%	One full term in advance	
27.1%	30-60 days	1.2%	One year in advance	N = 85
42.4%	60-90 days	3.5%	Various responses	

31. How long before the beginning of a term are newly hired, part-time instructors generally officially informed about their teaching or other assignments?

37.6%	0-30 days	3.5%	One full term in advance	
37.6%	30-60 days	---	One year in advance	N = 85
16.5%	60-90 days	4.7%	Various responses	

32. Are part-time instructors with the greatest seniority approached first for choice of classes, times, and number of classes?

5.9%	In all cases	11.8%	In some cases	
55.3%	In most cases	22.4%	No, this is not our policy	N = 85
		4.8%	Various responses	

33. Indicate the general practices below which are followed in making part-time assignments.

a. Full-time faculty are given first choice of classes for extra pay.

82.4% Yes 16.5% No 1.2% Sometimes N = 85

b. Full-time faculty are assigned evening classes as part of their regular load (after 4:30) rather than being laid off or working at reduced regular load (and salary).

89.0% Yes 11.0% No N = 82

34. When the need exists, is there an attempt to give part-time instructors the same load, if desired, as in the past term?

96.4% Yes 3.6% No N = 94

35. How are part-time faculty teaching graded classes paid?

N = 85

(a) 34.1% Fixed hourly rate

(b) 5.9% Variable hourly rate, depending on the type of class

(c) 40.0% Variable hourly rate, depending on the instructor's qualifications

(d) 2.4% Fixed rate per unit

(e) 1.2% Variable rate per unit, depending on the type of class

(f) 5.9% Variable rate per unit, depending on the instructor's qualifications

--- Other (please specify) 3.5% checked items b and c

2.4% checked items e and f

4.7% gave various responses

36. How are part-time faculty teaching ungraded classes for adults paid?

N = 85

27.1% Fixed hourly rate

7.1% Variable hourly rate, depending on the type of class

32.9% Variable hourly rate, depending on the instructor's qualifications

--- Fixed rate per unit

1.2% Variable rate per unit, depending on the type of class

1.2% Variable rate per unit, depending on the instructor's qualifications

--- Other (please specify) 23.5% indicated N/A

7.1% gave various responses

37. Does your district have a salary schedule for part-time instructors?

81.2% Yes 18.8% No N = 85

38. What is the range of hourly compensation for a regular full-time faculty member teaching beyond the full load? Please give formula or actual wage.*

$11.25 Lowest hourly rate $14.56 Highest hourly rate N = 75

39. Please estimate the average hourly wage for overload work received by full-time instructors teaching in your district.*

Median = $14.00 N = 76

*Please convert to an "hourly rate" if instructors are actually paid on a prorated basis.

40. If you use a formula to construct a salary schedule for part-time faculty, please state it here.

N = 34

The data are not entirely reliable because the word "formula" in the question is subject to different interpretations.

41. What is the hourly compensation for a part-time faculty member teaching graded classes where on a:*

See question #40 above.

--- Fixed hourly rate

N = 15

--- Formula amount on hourly basis

What is the hourly compensation for a part-time faculty member teaching graded classes where on a variable range on a scale:*

N = 72

$11.25 Lowest hourly rate $14.48 Highest hourly rate

42. Which of the following does the college provide for the part-time instructor?

83.5% Sick leave with pay

55.3% Bereavement leave with pay

7.1% District-subsidized health plan

5.9% District-paid health plans

9.4% Access to Social Security

30.6% District-subsidized retirement plan N = 85

5.9% District-paid retirement plan

32.9% Bookstore discount

68.2% Faculty I.D. card

24.7% Office space

85.9% Clerical help

--- None of the above

--- Other (please specify) _____

_____

43. Do part-time instructors belong to the academic senate or its equivalent?

15.3% Yes 81.2% No N = 85

1.2% day part-time only 2.4% if over 50 percent load

*Please convert to an "hourly rate" if instructors are actually paid on a prorated basis.

44. Do part-time instructors have full membership rights in the academic senate or its equivalent?

10.6% Yes 83.5% No N = 85

Please explain: 1.2% day only

1.2% if carrying 9 units

3.5% if over 50 percent load

45. Please identify any additional duties required of part-time instructors outside of classroom preparation and instruction. (Please itemize as briefly as possible but use additional space on back of this page, if necessary.)

N = 74

62.2% replied "none"

37.8% listed a duty or duties

Most common duties were: (1) office hours, (2) orientation meeting(s), and (3) department meeting(s).

Nineteen of 28 (67.9%) which listed duties indicated no pay for the duties.

46. Do part-time faculty receive additional pay for duties beyond classroom preparation and instruction?

24.7% Yes 75.3% No N = 77

47. If part-time instructors receive additional compensation for duties beyond their regular classroom preparation and instruction:

a. What is the form of any additional compensation? N = 17

--- Receive an overall increase in the hourly rate of pay

--- Paid a flat rate for specific additional functions

--- Other (please explain)

Seventeen of 19 who answered "yes" in #46 responded, indicating that part-time instructors receive an hourly rate, e.g., $5-$6/hour; $11.67-$14.47/hour; $5.00-$11.50/hour.

b. If receiving an additional dollar amount, what is the range per hour?

--- Low --- High

48. Is there a separate organization for part-time instructors on your campus?

15.3% Yes 84.7% No N = 85

49. Are there one or more separate dues-paying organizations for part-time instructors on your campus?

24.7% Yes 75.3% No N = 85

50. If the answer to question #49 is "yes," what are the names and statewide affiliations of these organizations? N = 18

Separate organization for part-time instructors	- 11
Local faculty association	- 5
California Teachers Association	- 5
American Federation of Teachers	- 5

51. What would be your best estimate as to the percentage of the part-time instructors who belong to the other faculty dues-paying organizations that also represent full-time instructors?

69.6% 1-20%

16.5% 21-40%

6.3% 41-60% N = 79

1.3% 61-80%

1.3% 81-100%

5.1% Not applicable

DEFINITIONS

Please define the following terms:*

Full-time certificated:

Part-time certificated:

Full-time certificated graded:

Part-time certificated graded:

Full-time certificated ungraded:

Part-time certificated ungraded:

Full-time certificated community services:

Part-time certificated community services:

Regular work load (certificated):

Regular full-time (certificated):

Part-time contract:

*Please use the back of this page for additional terms which may require definition.

California Community and Junior College
Association
2017 "O" Street
Sacramento, California 95814

March 4, 1975

LIST OF PARTICIPATING INSTITUTIONS

Questionnaires were sent to 99 public California community colleges. Eighty-five colleges (86%) returned the questionnaires. The following colleges participated:

College of Alameda
American River College
Antelope Valley College
Bakersfield College
Butte College
Cabrillo College
Cañada College
Cerritos College
Cerro Coso Community College
Chabot College
Chaffey College
Citrus College
Columbia Junior College
Compton Community College
Contra Costa College
Cosumnes River College
Crafton Hills College
Cuesta College
Cypress College
De Anza College
College of the Desert
Diablo Valley College
East Los Angeles College
El Camino College
Foothill College
Fresno City College
Fullerton College
Gavilan College
Glendale Community College
Golden West College
Grossmont College
Allan Hancock College
Hartnell College
Imperial Valley College
Indian Valley Colleges
Laney College
Long Beach City College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Pierce College
Los Angeles Trade-Technical College
Los Angeles Valley College
Los Medanos College
College of Marin
Mendocino College
Merced College
MiraCosta College
Modesto Junior College
Monterey Peninsula College
Moorpark College
Mt. San Antonio College
Mt. San Jacinto College
Napa College
Ohlone College
Orange Coast College
Palomar College
Pasadena City College
Porterville College
College of the Redwoods
Reedley College
Rio Hondo College
Sacramento City College
Saddleback College
San Diego City College
San Diego Evening College
San Diego Mesa College
San Diego Miramar College
City College of San Francisco
San Jose City College
College of San Mateo
Santa Ana College
Santa Barbara City College
Santa Monica College
Santa Rosa Junior College
College of the Sequoias
Shasta College
Sierra College
College of the Siskiyous
Solano Community College
Southwestern College
Taft College
Ventura College
Victor Valley College
West Valley College
Yuba College

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